



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 12051516
SAU: MSAD 11
School: Gardiner Regional Middle Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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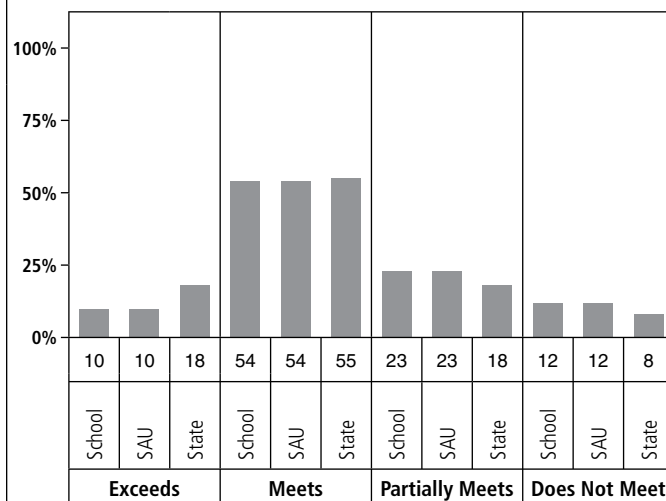
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: MSAD 11
School: Gardiner Regional Middle Sch

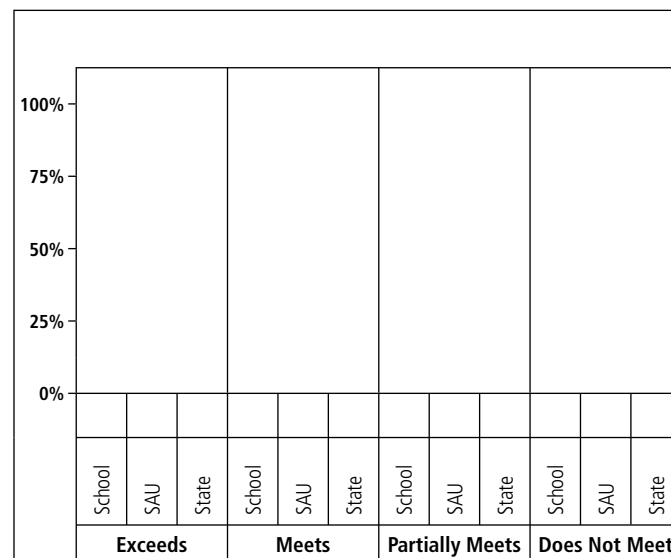
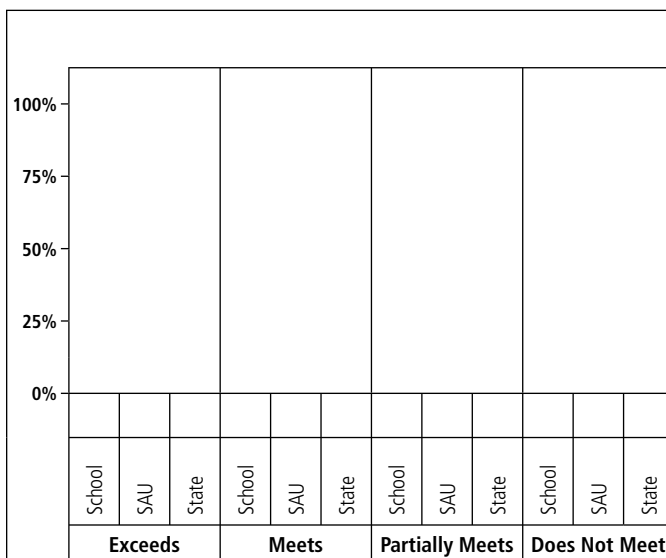
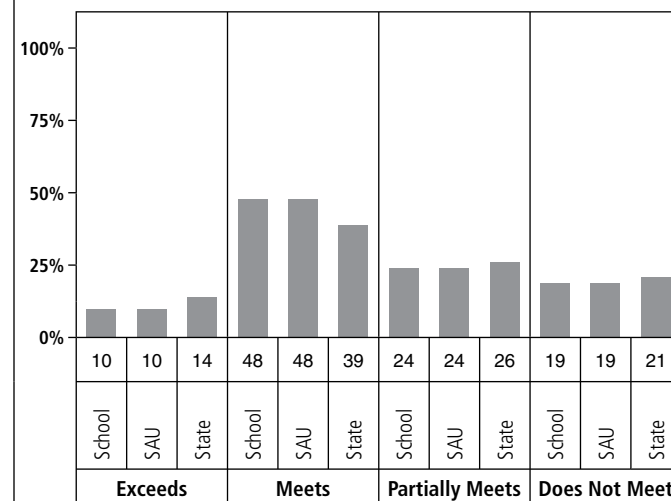
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	744	744	745
2006–2007	742	742	748
2007–2008	746	746	750
Cum. Avg. *	744	744	748
Mathematics			
2005–2006	739	739	740
2006–2007	739	739	742
2007–2008	743	743	743
Cum. Avg. *	740	740	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 7
SAU: MSAD 11
School: Gardiner Regional Middle Sch

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics											
	n		%	n		%	n		%	n		%	n		%	n		%	n		%	n		%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	165	100	165	100	14818	100	164	99	164	99	14698	99	164	99	164	99	14694	99						
Ethnicity African American/Black	1	1	1	1	381	3	1	100	1	100	372	98	1	100	1	100	375	99						
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99						
Asian or Pacific Islander	1	1	1	1	219	1	1	100	1	100	213	97	1	100	1	100	217	99						
Hispanic	1	1	1	1	178	1	1	100	1	100	176	99	1	100	1	100	177	100						
Caucasian/White	162	98	162	98	13927	94	161	99	161	99	13825	99	161	99	161	99	13813	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	22	13	22	13	2556	17	22	100	22	100	2508	99	22	100	22	100	2497	98						
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99						
Economically disadvantaged	60	36	60	36	5461	37	60	100	60	100	5408	99	60	100	60	100	5406	99						
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	143	87	143	87	12195	82	143	87	143	87	12215	82						
Identified disability (PET/IEP)	1	1	1	1	418	3	1	1	1	1	421	3						
LEP	0	0	0	0	183	2	0	0	0	0	183	1						
504 plan	5	3	5	3	181	1	5	3	5	3	182	1						
Participation with accommodations	19	12	19	12	2320	16	19	12	19	12	2303	16						
Identified disability (PET/IEP)	19	100	19	100	1912	82	19	100	19	100	1900	83						
LEP	0	0	0	0	159	7	0	0	0	0	173	8						
504 plan	0	0	0	0	56	2	0	0	0	0	55	2						
Other	0	0	0	0	244	11	0	0	0	0	226	10						
Participation through alternate assessment (PAAP)	2	1	2	1	178	1	2	1	2	1	176	1						
Identified disability (PET/IEP)	2	100	2	100	178	100	2	100	2	100	176	100						
LEP	0	0	0	0	5	3	0	0	0	0	4	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0						
Non-participation – other	1	1	1	1	93	1	1	1	1	1	96	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	MSAD 11
School:	Gardiner Regional Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	20	12	20	12	1769	11
	2006-2007	18	10	18	10	2630	18
	2007-2008	17	10	17	10	2604	18
	Cum. Total*	55	11	55	11	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	77	46	77	46	7521	49
	2006-2007	76	44	76	44	7605	51
	2007-2008	88	54	88	54	8049	55
	Cum. Total*	241	48	241	48	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	42	25	42	25	3773	24
	2006-2007	40	23	40	23	3000	20
	2007-2008	37	23	37	23	2672	18
	Cum. Total*	119	24	119	24	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	29	17	30	18	2399	16
	2006-2007	39	23	40	23	1620	11
	2007-2008	20	12	20	12	1190	8
	Cum. Total*	88	17	90	18	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	32.9	58.8	32.9	58.8	35.3	63.0
Literary Text	28	50	15.8	56.4	15.8	56.4	17.3	61.8
Informational Text	28	50	17.0	60.7	17.0	60.7	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: MSAD 11
 School: Gardiner Regional Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	162	17	10	88	54	37	23	20	12	746	162	10	54	23	12	746	14515	18	55	18	8	750
Ethnicity																						
African American/Black	1										1						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	1										1						211	26	47	20	6	752
Hispanic	1										1						173	12	54	18	15	746
Caucasian/White	159	17	11	87	55	36	23	19	12	746	159	11	55	23	12	746	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	3	15	7	35	10	50	726	20	0	15	35	50	726	2330	2	30	36	32	735
No	142	17	12	85	60	30	21	10	7	749	142	12	60	21	7	749	12185	21	60	15	4	753
Current LEP																						
Yes	0										0						342	8	46	22	24	741
No	162	17	10	88	54	37	23	20	12	746	162	10	54	23	12	746	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	59	2	3	25	42	19	32	13	22	739	59	3	42	32	22	739	5299	9	51	26	14	745
No	103	15	15	63	61	18	17	7	7	750	103	15	61	17	7	750	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	162	17	10	88	54	37	23	20	12	746	162	10	54	23	12	746	14514	18	55	18	8	750
Gender																						
Female	75	14	19	39	52	16	21	6	8	749	75	19	52	21	8	749	7084	24	55	15	6	752
Male	87	3	3	49	56	21	24	14	16	744	87	3	56	24	16	744	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						946	6	47	34	12	743
No	161	17	11	87	54	37	23	20	12	746	161	11	54	23	12	746	13569	19	56	17	8	750
Gifted/talented program																						
Yes	8	2	25	6	75	0	0	0	0	759	8	25	75	0	0	759	574	61	38	1	0	765
No	154	15	10	82	53	37	24	20	13	746	154	10	53	24	13	746	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: MSAD 11
School: Gardiner Regional Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	4	57	1	14	2	29	740	4	0	57	14	29	740	6	9	42	24	25	741
B. less than one hour	44	6	9	45	64	14	20	5	7	748	44	9	64	20	7	748	50	17	56	19	8	750
C. one to two hours	47	10	14	35	47	19	26	10	14	746	47	14	47	26	14	746	40	20	58	16	6	752
D. more than two hours	4	1	14	2	29	2	29	2	29	742	4	14	29	29	29	742	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	54	12	14	46	53	20	23	8	9	748	54	14	53	23	9	748	36	24	58	14	5	753
B. They match some of what I have learned.	34	4	7	35	65	11	20	4	7	748	34	7	65	20	7	748	50	16	58	19	8	749
C. They match just a little of what I have learned.	11	1	6	6	35	4	24	6	35	739	11	6	35	24	35	739	11	13	45	26	16	745
D. There is no match.	1	0	0	0	0	1	50	1	50	729	1	0	0	50	50	729	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	33	14	27	27	52	6	12	5	10	752	33	27	52	12	10	752	28	35	52	9	5	756
B. good	45	2	3	48	67	18	25	4	6	747	45	3	67	25	6	747	52	15	60	18	7	750
C. fair	18	1	3	12	41	11	38	5	17	740	18	3	41	38	17	740	18	3	49	33	15	742
D. poor	4	0	0	0	0	1	17	5	83	724	4	0	0	17	83	724	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	13	4	20	9	45	3	15	4	20	746	13	20	45	15	20	746	16	13	48	23	16	745
B. about the same as my regular schoolwork	63	11	11	54	55	23	23	11	11	747	63	11	55	23	11	747	65	18	57	18	7	750
C. easier than my regular schoolwork	24	2	5	22	59	10	27	3	8	747	24	5	59	27	8	747	19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	6	0	0	2	22	3	33	4	44	728	6	0	22	33	44	728	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	52	9	11	45	56	21	26	5	6	747	52	11	56	26	6	747	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	42	7	11	39	60	11	17	8	12	749	42	11	60	17	12	749	36	28	58	10	4	755
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	32	4	8	29	59	8	16	8	16	745	32	8	59	16	16	745	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	60	13	14	52	56	20	22	8	9	749	60	14	56	22	9	749	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	4	33	7	58	1	8	741	8	0	33	58	8	741	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	14	2	9	13	59	5	23	2	9	747	14	9	59	23	9	747	17	25	57	13	6	753
B. 20 minutes to an hour	65	13	13	58	56	20	19	12	12	747	65	13	56	19	12	747	45	22	56	16	6	752
C. less than 20 minutes	12	1	5	11	58	6	32	1	5	748	12	5	58	32	5	748	13	14	56	21	9	748
D. I rarely read at home.	9	1	7	5	33	5	33	4	27	740	9	7	33	33	27	740	24	8	53	26	13	745
Optional school/SAU question																						
A.	20	0	0	1	50	0	0	1	50	730	20	0	50	0	50	730						
B.	30	0	0	1	33	2	67	0	0	738	30	0	33	67	0	738						
C.	30	0	0	0	0	1	33	2	67	723	30	0	0	33	67	723						
D.	20	0	0	1	50	0	0	1	50	736	20	0	50	0	50	736						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: MSAD 11
School: Gardiner Regional Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	14	8	14	8	1646	11
	2006-2007	18	10	18	10	2142	14
	2007-2008	16	10	16	10	2028	14
	Cum. Total*	48	10	48	10	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	71	42	71	42	5497	36
	2006-2007	54	31	54	31	5642	38
	2007-2008	77	48	77	48	5703	39
	Cum. Total*	202	40	202	40	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	44	26	44	26	4514	29
	2006-2007	59	34	59	34	4077	27
	2007-2008	39	24	39	24	3733	26
	Cum. Total*	142	28	142	28	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	39	23	39	23	3797	25
	2006-2007	42	24	43	25	3001	20
	2007-2008	30	19	30	19	3054	21
	Cum. Total*	111	22	112	22	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.3	51.9	8.3	51.9	8.8	55.0
Cluster 2: Shape and Size	14	25	5.1	36.4	5.1	36.4	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.4	42.5	3.4	42.5	3.5	43.8
Cluster 4: Patterns	18	32	8.9	49.4	8.9	49.4	7.9	43.9

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: MSAD 11
 School: Gardiner Regional Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	162	16	10	77	48	39	24	30	19	743	162	10	48	24	19	743	14518	14	39	26	21	743
Ethnicity																						
African American/Black	1										1						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	1										1						216	25	34	23	18	748
Hispanic	1										1						175	9	32	30	29	737
Caucasian/White	159	16	10	76	48	39	25	28	18	743	159	10	48	25	18	743	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	1	5	4	20	15	75	720	20	0	5	20	75	720	2321	2	16	26	55	727
No	142	16	11	76	54	35	25	15	11	746	142	11	54	25	11	746	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	162	16	10	77	48	39	24	30	19	743	162	10	48	24	19	743	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	59	4	7	16	27	15	25	24	41	733	59	7	27	25	41	733	5301	5	31	31	33	736
No	103	12	12	61	59	24	23	6	6	748	103	12	59	23	6	748	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	162	16	10	77	48	39	24	30	19	743	162	10	48	24	19	743	14517	14	39	26	21	743
Gender																						
Female	75	9	12	36	48	15	20	15	20	743	75	12	48	20	20	743	7086	14	40	26	20	743
Male	87	7	8	41	47	24	28	15	17	742	87	8	47	28	17	742	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						946	4	23	36	37	733
No	161	16	10	77	48	38	24	30	19	743	161	10	48	24	19	743	13572	15	40	25	20	743
Gifted/talented program																						
Yes	8	1	13	6	75	1	13	0	0	756	8	13	75	13	0	756	575	64	31	3	1	765
No	154	15	10	71	46	38	25	30	19	742	154	10	46	25	19	742	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: MSAD 11
School: Gardiner Regional Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	1	14	2	29	3	43	1	14	741	4	14	29	43	14	741	6	7	29	26	37	734
B. less than one hour	44	7	10	37	53	13	19	13	19	744	44	10	53	19	19	744	50	13	39	26	22	742
C. one to two hours	47	7	9	35	47	19	26	13	18	742	47	9	47	26	18	742	40	15	42	26	17	744
D. more than two hours	4	1	14	2	29	2	29	2	29	742	4	14	29	29	29	742	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	42	6	9	34	52	12	18	14	21	742	42	9	52	18	21	742	32	21	40	23	16	747
B. They match some of what I have learned.	44	9	13	29	42	22	32	9	13	745	44	13	42	32	13	745	50	12	42	27	19	743
C. They match just a little of what I have learned.	13	1	5	13	62	3	14	4	19	744	13	5	62	14	19	744	15	7	32	31	30	737
D. There is no match.	1	0	0	0	0	0	0	2	100	724	1	0	0	0	100	724	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	22	11	31	17	49	4	11	3	9	753	22	31	49	11	9	753	25	34	42	13	11	753
B. good	50	4	5	44	56	18	23	13	16	743	50	5	56	23	16	743	47	10	45	27	18	743
C. fair	23	1	3	13	35	13	35	10	27	737	23	3	35	35	27	737	23	3	30	36	32	735
D. poor	4	0	0	2	29	2	29	3	43	731	4	0	29	29	43	731	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	29	7	15	22	48	8	17	9	20	745	29	15	48	17	20	745	36	6	38	29	27	738
B. about the same as my regular schoolwork	65	8	8	49	48	28	27	18	17	742	65	8	48	27	17	742	53	13	42	27	18	744
C. easier than my regular schoolwork	6	1	11	4	44	2	22	2	22	743	6	11	44	22	22	743	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	31	6	13	24	50	11	23	7	15	744	31	13	50	23	15	744	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	64	10	10	47	47	24	24	19	19	743	64	10	47	24	19	743	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	3	38	3	38	2	25	739	5	0	38	38	25	739	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	4	0	0	2	33	3	50	1	17	739	4	0	33	50	17	739	9	15	37	25	23	742
B. two or three days a week	7	0	0	3	27	3	27	5	45	729	7	0	27	27	45	729	20	13	41	26	20	743
C. two or three times each month	32	8	16	25	49	8	16	10	20	745	32	16	49	16	20	745	30	15	40	27	18	744
D. never or almost never	57	8	9	45	50	24	27	13	14	744	57	9	50	27	14	744	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	16	1	4	10	38	6	23	9	35	735	16	4	38	23	35	735	20	17	39	23	22	744
B. two or three days a week	28	6	14	24	55	6	14	8	18	745	28	14	55	14	18	745	29	16	40	25	19	744
C. two or three times a month	43	5	7	34	50	19	28	10	15	744	43	7	50	28	15	744	26	13	40	28	20	743
D. never or almost never	13	4	20	8	40	7	35	1	5	746	13	20	40	35	5	746	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	1	20	2	40	2	40	731	3	0	20	40	40	731	8	7	32	26	35	736
B. 30–45 minutes	60	6	6	52	55	23	24	14	15	743	60	6	55	24	15	743	41	12	38	27	23	741
C. 45–60 minutes	35	10	18	22	40	12	22	11	20	744	35	18	40	22	20	744	41	17	42	24	16	745
D. more than 60 minutes	2	0	0	0	0	1	33	2	67	731	2	0	0	33	67	731	10	15	38	25	22	743
Optional school/SAU question																						
A.	20	1	50	0	0	0	0	1	50	749	20	50	0	0	50	749						
B.	30	0	0	2	67	0	0	1	33	735	30	0	67	0	33	735						
C.	30	0	0	0	0	1	33	2	67	731	30	0	0	33	67	731						
D.	20	0	0	1	50	1	50	0	0	739	20	0	50	50	0	739						